

# Contents

导 读	iii
金 艳	
<b>Abbreviations</b>	<b>xiv</b>
<b>Series Editors' note</b>	<b>xviii</b>
<b>Acknowledgements</b>	<b>xxvi</b>
<b>Notes on contributors</b>	<b>xxix</b>
<b>1</b> Introduction	1
<i>Lynda Taylor</i>	
<b>2</b> Test taker characteristics	39
<i>Barry O'Sullivan and Anthony Green</i>	
<b>3</b> Cognitive validity	71
<i>John Field</i>	
<b>4</b> Context validity	126
<i>Evelina Galaczi and Angela ffrench</i>	
<b>5</b> Scoring validity	194
<i>Lynda Taylor and Evelina Galaczi</i>	
<b>6</b> Consequential validity	269
<i>Roger Hawkey</i>	
<b>7</b> Criterion-related validity	298
<i>Hanan Khalifa and Angeliki Salamoura</i>	
<b>8</b> Conclusions and recommendations	337
<i>Cyril Weir and Lynda Taylor</i>	

## **Appendices**

Appendix A	Sample Speaking tasks at five levels	363
Appendix B	Candidate Information Sheet	376
Appendix C	Standard procedures for the production of Speaking test material	378
Appendix D	Administrative setting and management of the Speaking tests	386
Appendix E	ESOL Staff Induction Worksheet on the CEFR	399
<b>References</b>		<b>401</b>
<b>Subject index</b>		<b>427</b>